

Childminder report

Inspection date: 5 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children form secure relationships with the childminder and her family. Even children who are new to the setting cuddle up to the childminder for comfort and enjoy listening to stories with her. Children are happy and confident. They eagerly explore the resources available to them, and the childminder is keen to join in and engage children in play and learning. For instance, children excitedly explore the characters in the stories as the childminder uses props to support children's understanding as she reads them their favourite books.

The childminder's curriculum focuses on children's individual needs. The childminder places high importance on children having lots of outdoor learning opportunities and experiences in the natural environment. Children go on trips to the allotment and learn how to care for plants and help them to grow. Children benefit from lots of fresh air and exercise as they go for walks in the woods and learn about nature. Children enjoy splashing in puddles and looking at the insects that they find.

The childminder sets clear and consistent boundaries. Children have a good understanding of the routines and behave well. They listen and follow instructions. For example, children help the childminder to tidy away the toys when they have finished playing with them.

What does the early years setting do well and what does it need to do better?

- The childminder knows the children very well. She monitors their progress closely and plans interesting activities which focus on what children need to learn next. For instance, in the garden, children spend time focusing on filling and emptying different-sized containers in the water tray, which develops the muscles in their hands as they lift and pour. Children enjoy transporting the water and watering the plants. Children scream with excitement as they play ball games with the childminder.
- The childminder evaluates her practice well. She works closely with other local childminders and takes part in training and research to develop her skills further. The childminder uses professional development opportunities to support children's specific needs. For instance, she has recognised that some children have delays in their language and communication, so she has accessed training on supporting children's language development. However, on occasions, the childminder does not adapt her own language to help the younger children to understand and develop their communication skills further.
- The childminder supports children to develop their independence skills in preparation for future learning and the eventual move on to school. She encourages children to learn to manage their self-care, for example by providing

them with time to try and put their waterproof clothing and boots on before going out to play. Children learn the importance of good hygiene practices. They access their own flannels and use a step to access the sink and confidently wash their hands before mealtimes and after playing outside.

- The childminder provides children with opportunities to develop their physical skills. Children enjoy using the ride-on toys in the garden, where they move around the obstacles and learn to build up speed. Younger children enjoy developing their new skill of walking. They confidently learn to climb the stairs with the support and close supervision of the childminder.
- Partnerships with parents are strong and well established. The childminder works closely with parents to get to know the children and their routines before they start attending her setting. She uses this information well to help children to settle and feel secure. The childminder shares information with parents about their children's progress so that parents can support their children's learning at home. Parents say that the childminder is supportive and their children enjoy attending her setting.
- The childminder provides children with lots of opportunities to develop their social skills. Children enjoy taking part in activities in the woods and they attend groups where they get to play with other children of similar ages. However, the childminder does not make the most of opportunities for children to learn about diversity and different cultures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She keeps her training on child protection and safeguarding up to date and relevant. The childminder can identify the signs and symptoms of abuse. She understands the procedures to follow if she has a concern about a child's welfare. The childminder carries out risk assessments of her home and the outings that she takes children on. This helps her to keep children safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop further methods for supporting younger children's language and communication skills
- provide children with more opportunities to learn about the diverse lives of others.

Setting details

Unique reference number	EY390460
Local authority	Bristol City of
Inspection number	10264238
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 2009 and lives in the Redland area of Bristol. She operates all year round from 8am to 5.30pm, Monday to Wednesday. The childminder is a qualified forest school leader.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector read written feedback from children's parents and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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